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# Strategies for Enhancing BLM Partnerships with Institutions of Higher Learning



U.S. Department of the Interior • Bureau of Land Management

November 1995





# Acknowledgements

This plan was prepared by J. Kennedy and J. Rashad for BLM's Assistant Director of Human Resources Management. It was adapted from a report by the BLM Institution of Higher Learning Coordination Committee. The report was reviewed and endorsed by the BLM Special Emphasis Program Coordinators at their March 1995 meeting.



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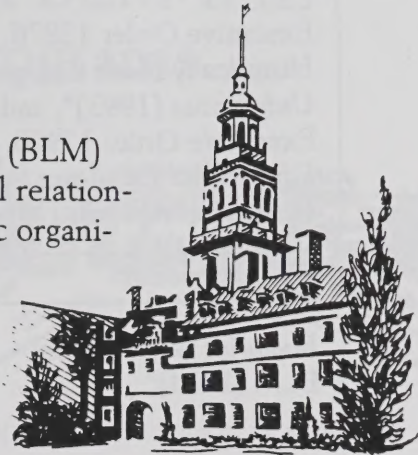
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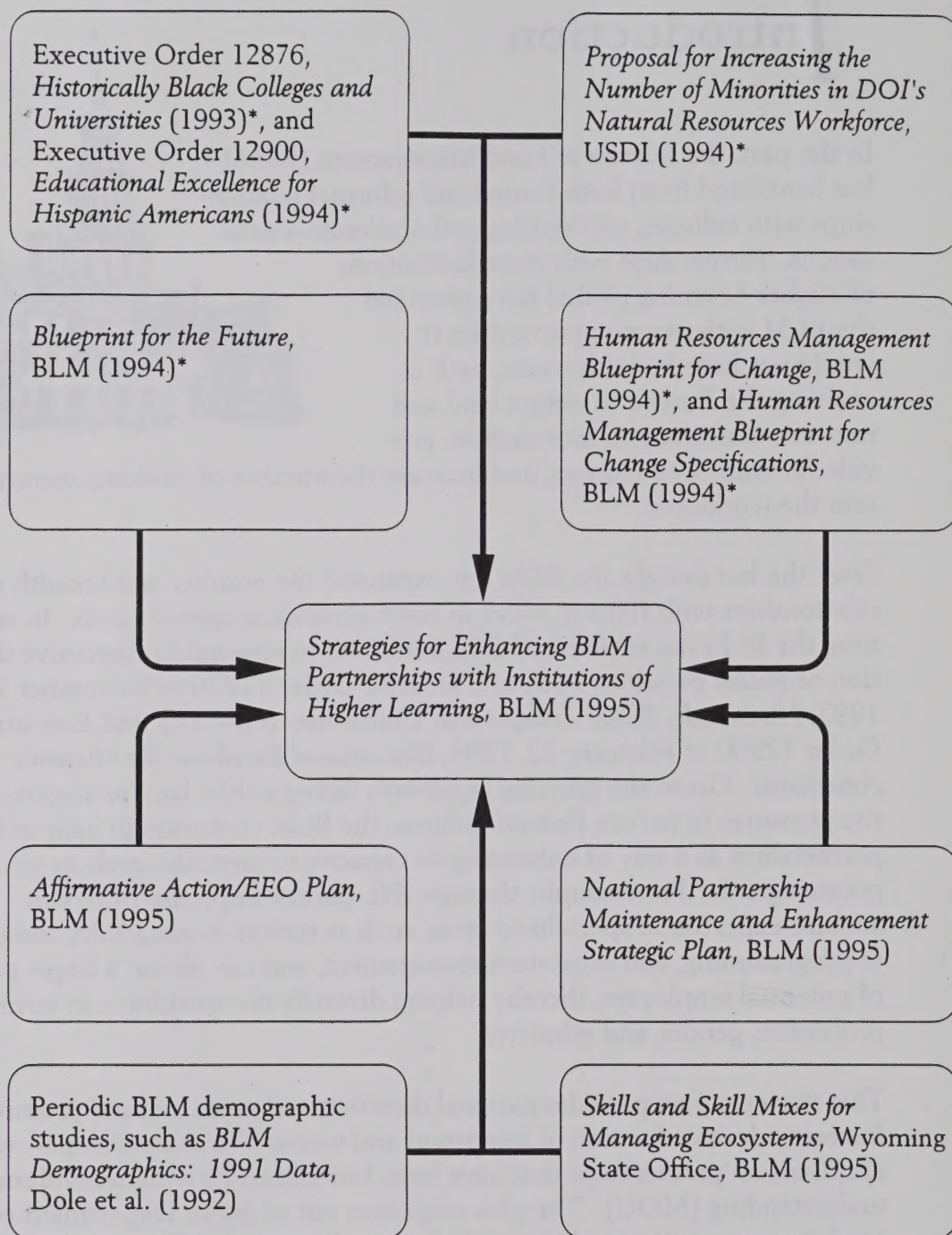
# I ntroduction

In the past, the Bureau of Land Management (BLM) has benefitted from both formal and informal relationships with colleges, universities, and academic organizations. Partnerships with these Institutions of Higher Learning (IHLs) have provided the BLM with many opportunities it would not have had otherwise, such as enabling the Bureau to obtain land and resource management information, provide for employee training, and increase the number of students recruited into the workforce.



Over the last decade, the BLM has expanded the number and breadth of its relationships with IHLs in order to meet expanding agency needs. In addition, the BLM has established IHL initiatives to respond to Executive direction or policy priorities, such as Executive Order 12876 of November 1, 1993, *Historically Black Colleges and Universities* (HBCUs), and Executive Order 12900 of February 22, 1994, *Educational Excellence for Hispanic Americans*. Given the growing challenges facing public land managers and the pressures to reduce Federal budgets, the BLM continues to look to IHL partnerships as a way of enhancing its capacity to meet the goals in its corporate agenda. For example, through IHL partnerships, the BLM can acquire expertise in specialized areas, such as remote sensing/GIS, computer programming, and ecosystem management, and can obtain a larger pool of potential employees, thereby helping diversify the workforce in terms of profession, gender, and ethnicity.

This strategic plan provides national direction and guidance, and promotes Bureauwide coordination of important and varied IHL relationships—with emphasis on partnerships that have been formalized by a memorandum of understanding (MOU). The plan originates out of major Department of the Interior and BLM policies and plans, as illustrated in Figure 1. It also follows the direction set by the Secretary of the Interior and Director of the BLM, as described in BLM's *Human Resources Management Blueprint for Change* and *Human Resources Management Blueprint for Change Specifications* (1994).



**Figure 1.** Current BLM policy and plans related to this BLM-IHL strategic plan. (\*Indicates those policies and plans receiving the most emphasis in formulating this plan.)



# Overview of Current BLM-IHL Partnerships & Programs

The BLM has many formal and informal partnerships with:

- Colleges and universities, such as Cornell or Alabama A&M
- Academic organizations, such as the Hispanic Association of Colleges and Universities (HACU)
- Organizations that facilitate college student volunteers, apprenticeships, and summer employment, such as the Environmental Careers Organization (ECO) or Student Conservation Association (SCA)
- Organizations that support K-12 environmental education initiatives, such as Commencement 2000, and initiatives that encourage college-level students to consider careers in natural resource-related fields



Table 1 briefly describes over 20 BLM-IHL partnerships and supporting educational initiatives (a list of contacts is presented in Appendix A). Although each has specific priority objectives, they all can fulfill a wide spectrum of agency needs. For example, the Utah State University partnership currently emphasizes enhancing BLM's remote sensing/GIS expertise, but it also provides the BLM with on-campus training opportunities, a diversity of co-op students, and research support.

The current and potential power and richness of BLM-IHL partnerships is far broader than can be illustrated in Table 1. The table fails to capture the expertise or spirit of the people involved, and the impacts they have on public lands, customers, and BLM colleagues. For example, the BLM's partnership with Florida A&M has resulted in a unique effort involving the Lexington-Fayette Police League, Kentucky Horse Park, a group of inner-city children, and wild horses adopted through the BLM. At the park, the children receive instruction from the Police League on how to care for the horses. The university's equestrian program is responsible for the health of the horses. Another example is Effie Frazier, a fisheries co-op student from the University of Arkansas at Pine Bluff. Effie's first fisheries projects in the Salem District in Oregon earned her a Special Achievement Award in 1995 for her professional skills, team-building, and partnership management.



Finally, Nancy Taylor-Grant and husband Corey, who both hold master's degrees from Alabama A&M, moved to the West and came to work for the BLM. Nancy is a botanist with the Bruneau Resource Area in Idaho, and Corey is a soil scientist with the National Interagency Fire Center in Boise. They have both found the agency to be accepting and the work to be rewarding.

**Table 1.** Major BLM-IHL Partnerships and Supporting Initiatives as of June 1995. (See Appendix A for names and addresses of contacts.)

Colleges/Universities	Partnership Priority Objectives
Alabama A&M University Normal, AL	<ul style="list-style-type: none"> <li>• HBCU Executive Order</li> <li>• Natural resources curriculum development</li> <li>• Placement of ethnically diverse co-op students in partnership with BLM Idaho State Office</li> </ul>
Bennett College Greensboro, NC	<ul style="list-style-type: none"> <li>• HBCU Executive Order</li> <li>• Natural resources and GIS curriculum development</li> <li>• Outdoor ecological classroom development</li> <li>• Placement of ethnically diverse co-op students in partnership with BLM Wyoming State Office</li> </ul>
Colorado State University Ft. Collins, CO	<ul style="list-style-type: none"> <li>• Lead Native American Program partner</li> <li>• Special advisor and educational programs for ethnically diverse co-op students</li> </ul>
Cornell University Ithaca, NY	<ul style="list-style-type: none"> <li>• Education and research at Center for the Environment</li> <li>• Placement of interns (Cornell in Washington Program) and co-op students</li> <li>• Satellite wild horse and burro adoption program</li> </ul>
Florida A&M University Tallahassee, FL	<ul style="list-style-type: none"> <li>• Equine science curriculum development</li> <li>• Partners with KY Horse Park, BLM, and Lexington-Fayette Police League to work with inner-city teens and adopted wild horses</li> <li>• BLM wild horse adoption participants</li> <li>• Placement of ethnically diverse co-op students in partnership with BLM Nevada State Office</li> </ul>
George Mason University Fairfax, VA	<ul style="list-style-type: none"> <li>• Environmental 2000 program</li> <li>• Recruitment, education, and co-op program for ethnically diverse students</li> </ul>
Howard University Washington, DC	<ul style="list-style-type: none"> <li>• Source of ethnically diverse students, especially in administration/management and economics</li> <li>• Faculty consulting and exchanges, especially in the BLM's Headquarters and Eastern States Offices</li> <li>• BLM exchanges and guest lectures</li> </ul>



Table 1. (continued).

Jackson State University Jackson, MS	<ul style="list-style-type: none"> <li>• GIS and natural resource curriculum development</li> <li>• Training and placement of ethnically diverse co-op students—led by BLM Utah State Office, in cooperation with Utah State University</li> </ul>
New Mexico State University Las Cruces, NM	<ul style="list-style-type: none"> <li>• Lead school in HACU partnership</li> <li>• Hispanic American Education Executive Order</li> <li>• Faculty-BLM employee exchanges</li> </ul>
South Carolina State University Orangeburg, SC	<ul style="list-style-type: none"> <li>• Natural resource curriculum development under HBCU Executive Order</li> <li>• Co-op student placement led by BLM Oregon State Office</li> <li>• Faculty exchanges</li> <li>• BLM Intergovernmental Personnel Assignment in development</li> </ul>
University of Arkansas Pine Bluff, AK	<ul style="list-style-type: none"> <li>• Course and curriculum development under HBCU Executive Order</li> <li>• Development of a BLM wild horse/burro adoption program</li> <li>• Intern and co-op student placement led by BLM Colorado State Office</li> </ul>
University of Maine Orono, ME	<ul style="list-style-type: none"> <li>• Partners in cadastral training and management (software) support</li> <li>• Student interns and co-op placement</li> </ul>
University of Maryland— Eastern Shore Princess Anne, MD	<ul style="list-style-type: none"> <li>• Wildlife management and natural resources curriculum development under HBCU Executive Order</li> <li>• Faculty and BLM employee exchanges</li> <li>• BLM Eastern States Office is lead</li> </ul>
University of Southern California (DC Program) Washington, DC	<ul style="list-style-type: none"> <li>• Graduate programs at DC Public Affairs Center</li> <li>• Faculty and BLM employee exchanges</li> <li>• Seminars and short courses</li> </ul>
University of Wisconsin Madison, WI	<ul style="list-style-type: none"> <li>• Educational and research partnerships</li> <li>• Student interns and co-op placement</li> </ul>
Utah State University Logan, UT	<ul style="list-style-type: none"> <li>• Center for BLM GIS expertise</li> <li>• Educational and research cooperation</li> </ul>
Wayne County Community College, with University of Michigan Detroit/East Lansing, MI	<ul style="list-style-type: none"> <li>• Curriculum development and teaching assistance, in cooperation with MSU</li> <li>• Student intern and co-op placement</li> </ul>

Table 1. (continued).

Academic Organizations	Partnership Priority Objectives
Hispanic Association of Colleges & Universities (HACU) Las Cruces, NM	<ul style="list-style-type: none"> <li>• Curriculum development and co-op student programs at NM State University (lead school) and other universities</li> <li>• Hispanic college/university network</li> <li>• Hispanic American Education Executive Order</li> </ul>
Other Organizations	Partnership Priority Objectives
Environmental Careers Organization (ECO)— Private Firm Washington, DC	<ul style="list-style-type: none"> <li>• Temporary and permanent employee hiring</li> <li>• Economical source of diverse candidates</li> </ul>
Minorities in Agriculture, Natural Resources, and Related Sciences, (MANRRS) Lansing, MI	<ul style="list-style-type: none"> <li>• Source of diverse temporary and permanent employees</li> <li>• Large annual conference and career fair</li> </ul>
National Hispanic Coalition Denver, CO	<ul style="list-style-type: none"> <li>• Hispanic American Executive Order</li> <li>• Recruitment and placement of Hispanic students and professionals</li> <li>• Research, management, and training contracts</li> </ul>
Student Conservation Association (SCA)— Private Organization Seattle, WA	<ul style="list-style-type: none"> <li>• Temporary and permanent employee hiring</li> <li>• Economical source of diverse candidates</li> </ul>
Supporting Initiatives	Partnership Priority Objectives
Commencement 2000 Denver, CO	<ul style="list-style-type: none"> <li>• Ethnically diverse recruitment</li> <li>• Urban environmental education and K-12 curriculum development</li> </ul>
Resource Apprenticeship Program for Students (RAPS) Denver, CO	<ul style="list-style-type: none"> <li>• College students and agencies teamed with at-risk high school students</li> <li>• Ethnically diverse student education and recruitment</li> </ul>



# BLM's Vision for IHL Partnerships

Though the BLM's investments and interactions are primarily with colleges, universities, and academic organizations, especially those with formally defined and active MOUs, the Bureau has a vision for its partnerships with all types of IHL organizations:



*Through IHL programs and partnerships, the BLM will respond to Executive initiatives and will enhance the management, training, and hiring of a workforce that is diverse in terms of profession, ethnicity, and gender and that has the expertise to fulfill the agency's corporate agenda.*

Strengthening and maintaining partnerships with IHLs will help the BLM advance its mission and successfully implement its corporate agenda as shown in Table 2.

Table 2. IHL Partnership Support for the BLM's Corporate Agenda.

Corporate Agenda Goals	IHL Partnership Support
Maintain healthy ecosystems	<ul style="list-style-type: none"> <li>• Expands breadth and depth of BLM expertise and skills in ecosystem planning and management</li> <li>• Enriches the spectrum of values guiding ecosystem planning and management</li> </ul>
Serve current and future publics	<ul style="list-style-type: none"> <li>• Provides a source of diverse technical, teamwork, and communication skills to serve diverse publics</li> <li>• Creates a diverse BLM culture to better understand and relate to increasingly diverse internal and external customers</li> <li>• Establishes identity in and access to a wide spectrum of U.S. ethnic communities</li> </ul>

Table 1. (continued).

Promote collaborative leadership	<ul style="list-style-type: none"> <li>• Expands values and skills in communication, sharing power, and building community (e.g., male vs. female, Northern European vs. Hispanic leadership styles)</li> <li>• Provides source of diverse BLM employees to find common ground with diverse customers</li> </ul>
Improve business practices	<ul style="list-style-type: none"> <li>• Enhances administration, management, and technical support expertise and skills</li> <li>• Expands sources of contracting expertise in achieving BLM's research and management goals</li> <li>• Incorporates diverse values and ideas in business practices and procedures</li> <li>• Uses university conference, training, or research facilities</li> </ul>
Improve human resources management	<ul style="list-style-type: none"> <li>• Provides a source of BLM employees who are diverse in terms of profession, gender, and ethnicity</li> <li>• Provides a source of diverse part-time employees—both summer employees and skilled, experienced professionals on IPA assignments</li> <li>• Provides a source of training, coursework, and degree programs to reposition and/or reclassify BLM employees</li> <li>• Expands BLM's values and skills in retaining a workforce that is diverse in terms of occupation, ethnicity, and gender</li> </ul>



# General Roles & Responsibilities

The Assistant Director (AD) for Human Resources Management will:

- Develop and manage national long-range strategic plans for IHL initiatives.
- Manage a central information clearinghouse on the structure, operation, and performance of IHL initiatives.
- Develop guidance for field managers on planning, utilizing, and evaluating IHL initiatives.
- Coordinate within USDI and other agencies (e.g., USDA Forest Service) on IHL initiatives and partnerships.
- Develop, allocate, and monitor the IHL initiatives budget.



Other ELT Members (ADs, Center and State Directors) will:

- Facilitate healthy, productive, and sustainable relationships between their organization and partner IHLs.
- Plan, monitor, and evaluate individual IHL initiatives.
- Manage specific IHL partnerships as assigned, providing some personnel, budget, and accounting support.
- Cooperate with each other to fully utilize Bureauwide IHL partnerships to meet their workforce, resource management, or other operational needs.

BLM employees assigned to IHLs will:

- Develop long-term plans, priorities, and performance measures in cooperation with IHL partners, the AD for Human Resources Management, and lead states.
- Focus on stated partnership priorities, while integrating themselves (as professionals and BLM employees) into faculty-student and local communities.
- Coordinate the use and exchange of BLM and IHL resources, through training, co-op students, research projects, or faculty exchanges.





# Sstandards & Guiding Principles

The following standards and guiding principles apply to all BLM-IHL partnerships:



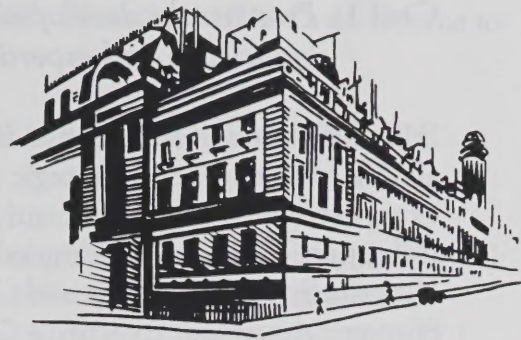
- All IHL initiatives will be guided by a plan that identifies program objectives and links them to BLM's strategic goals and, as appropriate, identifies the target skills mix for BLM employees. In the final analysis, IHL initiatives will have long-term internal support only if they meet BLM field management needs.
- Formal programs and BLM professionals assigned to IHLs must be accepted and administered on campus as integrated, respected programs and colleagues—not lower status, peripheral units or professionals. Conversely, IHL professionals assigned to BLM must be fully integrated into the BLM workforce.
- BLM assignments to IHLs should have the reputation of high status, career-enhancing positions. Employees selected should have professional qualifications comparable to their IHL colleagues, agency financial and management support, and a general career development plan that addresses their next likely career step(s).
- Cooperation, coordination, and joint partnerships with colleague agencies (e.g., National Park Service, USDA Forest Service, U.S. Fish and Wildlife Service, etc.) should become the norm, not the exception, in long-term BLM-IHL partnerships.





# Goals & Strategies

The BLM has developed five specific goals for IHL partnerships:



1. Promote the development and exchange of BLM and IHL knowledge and expertise.
2. Enhance occupational and skills diversity in BLM's workforce to meet critical needs.
3. Enhance the diversity of BLM's workforce in terms of gender and ethnicity.
4. Promote the occupational growth and development of BLM employees.
5. Provide sources of outside skills, services, and products.
6. Strengthen awareness and understanding of BLM natural and cultural resource issues, particularly with groups in and around IHL communities not currently reached, and involve community members in public land management.

These goals are all interrelated and are often jointly achieved. For example, the BLM-Jackson State University partnership may involve the presentation of BLM short courses. At the same time, the BLM employee(s) attached to that partnership can enhance the agency's expertise network, develop a BLM-JSU short course, and receive training. In addition, the BLM is able to recruit a diversity of co-op students with needed expertise.

**Goal 1: *Promote the development and exchange of BLM and IHL knowledge and expertise.***

IHLs have technical expertise and can provide valuable support in meeting all five of the agency's strategic goals. Conversely, the BLM has unique expertise which can significantly strengthen academic programs offered by IHLs, particularly in the minerals and natural resource arenas, and fulfill the *Historically Black Colleges and Universities* and the *Educational Excellence for Hispanic Americans* Executive Orders.

Although the agency is currently involved in a number of formal and informal partnerships, there has not previously been a systematic effort to ensure that these efforts focus on BLM priorities or that agency expertise is effectively transferred to IHLs. The recommended strategies are intended to focus IHL partnerships on BLM priorities and to increase employee awareness of the variety of ways to work with IHLs to meet mutual goals in a cost-effective manner.

**Strategies:**

1. Publish general IHL initiatives, guides, and specific case studies of successful BLM-IHL partnerships involving:

- Contracting opportunities
- Recruitment of students (permanent or temporary)
- Intergovernmental Personnel Act (IPA) exchanges
- Fellowships
- Sharing of facilities and services
- Codevelopment or cosponsoring of symposia, training, or other programs

(AD, Human Resources Management: FY 1996 onward)

2. Maintain an exchange of personnel between the BLM and IHLs through adjunct faculty assignments at the schools and structured IPA assignments at BLM offices. (AD, Human Resources Management and State Directors: FY 1996 onward)
3. Compile and disseminate information to BLM field offices on partnership research capabilities. (AD, Human Resources Management: FY 1996)
4. Compile and publicize a list of critical BLM research topics to guide IHL partnership planning and priorities. (AD, Resource Assessment and Planning: FY 1996)



Goal 2: *Enhance occupational and skills diversity in BLM's workforce to meet critical needs.*

Many forces are driving the need for BLM to diversify the skills and expertise of its workforce:

- An increased amount and variety of public land uses, from traditional mining or grazing to recreational, cultural resource, commercial filming, or military needs
- New technologies, such as remote sensing/GIS, computer systems, or hydrological monitoring
- New laws and expanded interpretation of existing legislation (e.g., Pacific salmon issues)
- Expanded scientific insight into the complex nature of socioeconomic systems in which BLM resources issues are immersed, as illustrated in *Ecosystem Management in the BLM—From Concept to Commitment* (BLM, 1994)

Strategies:

1. Support and encourage the development of a workforce "target skills" model (cited in *Blueprint for the Future*, page 14, USDI-BLM, 1994) and specific skill needs studies (such as *Skills and Skills Mixes for Managing Ecosystems*, BLM Wyoming State Office, 1994) to guide IHL curriculum or course development, employee training, co-op student programs, National Training Center curricula, and recruitment efforts. (ELT Members: FY 1996 onward)
2. Participate in curriculum development, field trips, course lectures, labs, and student advising for natural resource management or other majors that the BLM has identified as critical skill needs. (State Directors and BLM employees assigned to IHLs: FY 1996 onward)
3. Integrate current and projected workforce demographic characteristics and skill needs analyses into co-op student priorities and recruitment goals for IHL initiatives. (AD, Human Resources Management and other ADs: FY 1996 onward)

**Goal 3: *Enhance the diversity of BLM's workforce in terms of gender and ethnicity.***

Partnerships with IHLs are an important means of fulfilling the *Historically Black Colleges and Universities* and the *Educational Excellence for Hispanic Americans* Executive Orders, and enhancing the diversity of BLM's workforce in terms of ethnicity, gender, and other characteristics (e.g., employees with disabilities). The agency's annual Affirmative Employment Plan provides essential information needed to guide and manage such efforts.

**Strategies:**

1. Provide assistance in expanding the natural resources curriculum of IHLs that serve populations underrepresented in BLM, as directed by the Executive orders. (ADs/State Directors: FY 1996 onward)
2. Assist universities in recruiting diverse candidates into professional areas in which BLM and other DOI agencies have critical needs by cooperating in open houses, field projects, outreach education, and other forums for special populations of students. (ADs/State Directors: FY 1996 onward)
3. Link co-op education recruitment to BLM's annual Affirmative Employment Plan and proposed "target skills models." (ADs/State Directors: FY 1996 onward)
4. Strengthen central coordination and monitoring of BLM's cooperative education programs. (AD, Human Resources Management: FY 1995-96)



**Goal 4: *Promote the occupational growth and development of BLM employees.***

The BLM has recognized and begun to define the complexities of modern resource management in its ecosystem management program (see *Ecosystem Management in the BLM—From Concept to Commitment*, BLM, 1994). The agency must likewise recognize and develop more sophisticated, valid, and effective employee development models and philosophies to guide its hiring, training, education, and transfer programs. The *Employee Career Development Program Proposal* (BLM, 1994) provides a good start.

Recruitment of new employees and IPA exchanges are only two ways to meet critical BLM skills or other diversity needs. Short- and long-term training of the existing workforce is another means, which includes:

- Diversifying professional expertise by providing opportunities for employees in occupations that are overabundant to receive advanced education in scarce skills areas
- Expanding critical skills, such as remote sensing/GIS or team skills, through short courses and training
- Enhancing ethnic diversity by supporting minorities in BLM technical/support positions in acquiring the education needed for specific professions

IHLs can also support BLM employees' general career development pursuits through on- or off-campus education and/or exposure to new professional experiences (e.g., international assignments). IHL partners can assist in all of these training and career development options.

**Strategies:**

1. Recognize, document, and appropriately respond to the complex and diverse processes of employee career development, and coordinate with IHL partners to guide agency training programs and educational support. (Director; AD, Human Resources Management, National Human Resources Management Center: FY 1996 onward)
2. Support and reward the continued formal education of BLM employees (in both on- and off-campus programs) to achieve joint agency and employee needs. (AD, Human Resources Management: FY 1995 onward)



3. Encourage IHL partnerships to provide short-term details and short courses to accommodate employee career development needs. (AD, Human Resources Management: FY 1995)
4. Encourage employees to participate in symposia and other professional forums at IHLs, especially those that focus on issues/topics related to BLM priorities. (ELT Members: FY 1995-96)





**Goal 5: *Provide sources of outside skills, services, and products.***

In addition to providing student resources for co-op or summer employment, IHL partners also have faculty, technology, or facilities that can be useful to the BLM in achieving its mission. For example, conferences and training can be sponsored and held at IHL facilities. The BLM can contract with IHLs for professors, students, and technology for tasks such as conducting archeological surveys, managing wild horse adoptions, monitoring resources, and others. Some IHLs have remote sensing/Geographic Information System (GIS) or water analysis lab facilities that can be of use to the BLM. Additionally, professors can be hired on temporary IPA assignments.

**Strategies:**

1. Conduct an inventory of skills, technology, and facilities available at partnership institutions, and circulate among BLM offices. (AD, Human Resources Management, in coordination with sponsoring States and IPA faculty: FY 1997)
2. Document and circulate successful BLM-IHL contracts and agreements among Assistant Directors and State Directors to stimulate expanded partnerships. (AD, Human Resources Management and sponsoring States: FY 1997)

**Goal 6: *Strengthen awareness and understanding of BLM natural and cultural resource issues, particularly with groups in and around IHL communities not currently reached, and involve community members in public land management.***

Colleges, universities, and other educational organizations (e.g., HACU) can play an important role in helping the BLM inform citizens in their local communities about natural resource careers, ecosystem management, and public land issues, and in involving them in public land management. For example, many IHLs have extension services, conduct symposia, and host fairs and other events that involve members of the local community, as well as students on campus. These venues provide a unique opportunity for the BLM to reach many diverse people not historically involved in BLM issues.

**Strategies:**

1. Work with partners' college outreach and extension services to incorporate BLM programs and initiatives. (ELT Members: FY 1996 onward)
2. Cosponsor or participate in environmental education functions at IHL sites. (ELT Members: FY 1996 onward)
3. Participate in university symposia and other programs to increase general environmental awareness of public land issues/career opportunities (exhibits, mentor programs, fairs, courses). (ELT Members: FY 1996 onward)
4. Participate in or conduct natural resource management or other relevant courses for students not majoring in natural resources areas. (ELT Members: FY 1996 onward)



# Appendix A—Coordinators & Contacts for BLM-IHL Partnerships & Supporting Initiatives

Colleges/Universities	Partner Contact	BLM Contact
Alabama A&M University	George Da Bai P.O. Box 1208, SCPRS Alabama A&M Normal, AL 35762	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557
Bennett College	Ms. Jean Humphrey 900 E. Washington St. Greensboro, NC 27401	Ann Pack-Lovelace, BLM-IPA 901 E. Washington St. Greensboro, NC 27401
Colorado State University	Dr. Joyce Berry Forest Science, CSU Ft. Collins, CO 80523	Dr. Joseph Hesbrook BLM New Mexico State Office P.O. Box 27115 Santa Fe, NM 87502-0115 (505) 438-7404
Cornell University	Dr. James Lassoie 200 Rice Hall Ithaca, NY 14853	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557
Florida A&M University	Dr. Lawrence Carter P.O. Box 339, Florida A&M Tallahassee, FL 32307	Charlie Robertson, BLM-IPA P.O. Box 339, Florida A&M Tallahassee, FL 32307
George Mason University (Environmental 2000 Project)	Dr. Brett Wright GMU Fairfax, VA 22030	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551
Howard University	Dr. Catherine Core Office Research Admn. P.O. Box 10717 Washington, DC 20059	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551

Appendix A (continued).

Jackson State University	Dr. Abdul Mohammed Sci. & Technology, JSU Jackson, MS 39217	U.J. Parikh, BLM-IPA 1400 Lynch St, JSU Jackson, MS 39217
New Mexico State University (Lead HACU School)	Dr. Juan Franco NMSU, POB 30001 Las Vegas, NM 87701	Elba Garcia-Burke BLM New Mexico State Office P.O. Box 27115 Santa Fe, NM 87502 (505) 438-7608
South Carolina State University	Karl Osvald SCU, POB 8104 Orangeburg, SC 29117	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557
University of Arkansas	Ms. Mary Jones P.O. Box 4035, UA 1200 N. Univ. Dr. Pine Bluff, AK 71601	Eddie Garner, BLM-IPA P.O. Box 103, UA Pine Bluff, AK 71601
University of Maine	Dr. Raymond Hintz Dept. Surveying Engr. 348 Boardman Hall Orono, ME 04469-0110	Charles Bush, ES-950 BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153
University of Maryland— Eastern Shore	Dr. Carolyn Brooks, Chair Dept. of Agriculture Princess Anne, MD 21853	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557 (BLM-IPA Vacant)
University of Southern California (DC Campus)	Director USC Sch. Public Admn. 512 Tenth St., N.W. Washington, DC 20004	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551
University of Wisconsin	Dr. Donald Field Sch. of Nat. Resources 1450 Linden Dr. Madison, WI 53706	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551



Appendix A (continued).

Utah State University	Dr. Joseph Chapman College of Natural Resources, USU Logan, UT 84322-5200	Craig Altop BLM Landscape Ecology Modeling and Analysis Program (LEMA) College of Natural Resources, USU Logan, UT 84322-5240
Wayne County Community College, with University of Michigan	Permanent coordination pending	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557
Academic Organizations	Partner Contact	BLM Contact
Hispanic Association of Colleges & Universities (HACU) (MOU)	Ricardo Martinez 1 Dupont Circle (#230) Washington, DC 20036	Elba Garcia-Burke BLM New Mexico State Office P.O. Box 27115 Santa Fe, NM 87502 (505) 438-7608
Other Organizations	Partner Contact	BLM Contact
Environmental Careers Organization (ECO)— Private Firm	Kerrick Britz, ECO 1218 3rd Ave, #1515 Seattle, WA 98101	Carolyn M. Burrell BLM Headquarters EEO Team (WO-510) 1849 C Street, N.W. (L Street, Room 302) Washington, DC 20240 (202) 452-5090
Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS)	Kay Hay P.O. Box 24083, MSU Lansing, MI 48909	Carolyn M. Burrell BLM Headquarters EEO Team (WO-510) 1849 C Street, N.W. (L Street, Room 302) Washington, DC 20240 (202) 452-5090
National Hispanic Coalition (MOU)	Thomas Gomez, President National Image, Inc. 930 W. 7th Ave (#139) Denver, CO 80225	Roger Molinar BLM National Human Resources Mgt. Center Denver Federal Ctr., Bldg. 50 P.O. Box 25047 Denver, CO 80225-0047 (303) 236-6693

Appendix A (continued).

Student Conservation Association (SCA)— Private Organization	Director Student Conservation Association 605 13th Ave. Seattle, WA 98144	Carolyn M. Burrell BLM Headquarters EEO Team (WO-510) 1849 C Street, N.W. (L Street, Room 302) Washington, DC 20240 (202) 452-5090
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**Supporting Initiatives**

**BLM Contact**

BLM-IHL Partnerships	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551
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Commencement 2000	Johari Rashad BLM Headquarters Executive Initiatives Team (WO-510) 1849 C Street, N.W. Room 5628-A Washington, DC 20240 (202) 208-6551
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Historically Black Colleges and Universities (HBCU)	Ed Weathersby BLM Eastern States Office 7450 Boston Boulevard Springfield, VA 22153 (703) 440-1557
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Native American Colleges and Universities (HACU) (MOU)	Dr. Joseph Hesbrook BLM New Mexico State Office P.O. Box 27115 Santa Fe, NM 87502-0115 (505) 438-7404
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Resource Apprenticeship Program for Students (RAPS)	Melissa Dukes BLM National Human Resources Mgt. Center Denver Federal Ctr., Bldg. 50 P.O. Box 25047 Denver, CO 80225-0047 (303) 236-6689
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Appendix A (continued).

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Student Career Experience Program  
(formerly Cooperative Education Program)

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